

What State Agency Secondary Special Education Administrators Need To Know

Within the First Month

1. Implement transition law and regulations
 - IDEA 2004 (i.e., transition)
 - Compliance for IEPs at age 16 (Indicator-13)
2. Promote use of assessment data for individual planning and instruction
 - Formal and informal assessments
 - IEP's
3. Submit accurate data to State and Federal government agencies annual report
4. Demonstrate knowledge of program options for secondary students
 - Familiar with high school curriculum
 - Familiar with graduation requirements and pathways
 - Knowledgeable of options in different districts

Within 3-6 Months

1. Promote implementing EBP in secondary transition by providing PD for staff
 - Knowledge of what EBP is
 - Provide examples of what they are and how they can be used
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2. Demonstrate knowledge of postsecondary services and supports
 - Knowledge of adult service agencies in your community
 - Knowledge of Vocational Rehabilitation agencies in your community
 - Knowledge of community college and programs offered
3. Develop programs with community support centered around transition practices in employment, education, and life skills
 - Build relationships with business and community members/organizations
 - Participate in interagency councils
 - Disseminate information about state level interagency collaborations to local districts
4. Identify and promote the use of research-based literature to support professional practice in instruction and assessment

Within 1 Year

1. Provide a foundation for the administration of transition programs that is grounded in models, theories, and philosophies
 - Knowledgeable of Taxonomy of Transition Programming (Kohler, 1996)
 - Student-focused planning
 - Student Development
 - Family involvement
 - Interagency Collaboration
 - Program Structures
2. Promote high expectations of staff
3. Advocate for transition policy in the context of evidence based practices
 - Knowledge of evidence-based practices in secondary education for students with disabilities
 - Examine current policies related to students with disabilities in high schools.
4. Connect education standards to transition planning and services
 - Consider how proficiency on the curriculum standards can be demonstrated through transition-focused activities (e.g., English Language Arts, writing standard by writing an essay about advocating for one's rights as an individual with a disability)
5. Develop and implement an administrative plan that supports the use of instructional and assistive technologies in transition
6. Design and implement methods of assessing and evaluating transition programs and personnel